



Monarch Center for Autism

at Bellefaire JCB

Monarch School Time Out and Isolated Time Out Policy

Rationale

Time out or isolated time out are utilized only for therapeutic purposes, or as a means of maintaining a safe environment for learning. The Quiet Rooms and Quiet Zones are intended to be utilized to assist in student calming unless otherwise specified in the student's behavior plan. The Quiet Rooms and Quiet Zones are not to be used as a punitive measure. Calming procedures will vary for each student, but may include quiet relaxation on a bean bag, deep breathing, time alone, use of a weighted blanket, deep pressure or other calming activities that cannot be effectively provided in the classroom.

Definitions

Time Out is a behavior technique that involves the monitored separation of a student from classmates with a trained adult for part of the school day, usually for a brief time, in a non-locked setting.

Isolated Time Out means the involuntary confinement of a student alone in a time out room outside the classroom (Quiet Room or Quiet Zone only) without a supervising adult in the time out room. Isolated time out is only utilized when the adult in the time out room is in imminent danger or serious physical harm because the student is unable to cease actively engaging in physical aggression.

Procedure

Justification for the use of time out or isolated time out must be documented in the student file on a Time Out Form; this includes prior attempts to use less restrictive interventions.

Student Enrollment:

Upon enrollment, each student is assessed for their potential need for time out or isolated time out, this assessment includes:

- Behaviors that the student has engaged in that have posed a risk to self or others
- Situations and/or events that occurred prior to the student engaging in behaviors that are a risk to self or others
- Interventions that staff can initiate that are helpful in assisting the student to control their behaviors
- Interventions that are not helpful in assisting the student to control their behavior
- Tools that are helpful to the student in managing their own aggressive behavior
- Medical or psychological conditions that the student may have that school personnel should be aware, in the event of a time out or isolated time out is necessary

Parent/Guardian Notification:

At the time of enrollment, the student and their parent/guardian are informed of Monarch School's philosophy on the use of time out and isolated time out. The parent/guardian will receive notification in writing at the time of enrollment that time out or isolated time out are used. All episodes of time out or isolated time out will be reported to the parent/guardian according to their instructions on the Notification Policy form that is completed at the time of enrollment and annually thereafter. A copy of the Time Out or Isolated Time Out Form shall be made available to the parent/guardian within 24 hours.

Administrative School Notification:

Once the determination is made that less restrictive interventions have not proven effective, the Behavior Specialist must be contacted. All use of time out or isolated time out must be reported immediately to the Monarch School Director, or their designee, to review for compliance with this policy.

Staff will notify an agency nurse if a student injury occurred that requires more than first aid (to include self-injurious acts) during the time out or isolated time out and/or physical complaint made by the student during the time out or isolated time out.

Outside Notification:

Anytime time out or isolated time out is deployed, any necessary paperwork will be completed and submitted to the proper reporting agency within 48 hours.

Staff Training:

Time out or isolated time out shall be used only for therapeutic purposes, or as a means of maintaining a safe environment for learning, to the extent necessary to preserve the safety of students and others.

All staff participating in time out or isolated time out must be qualified. Qualification is based on maintaining current (reviewed and updated annually) training. Training will include:

- Current certification in Cardio-Pulmonary Resuscitation (CPR)
- Current certification in First Aid
- Training in non-physical techniques for intervention and de-escalation of disruptive or aggressive acts, persons, and/or situations. Successful completion of the non-violent crisis prevention course is required
- Training in the school's Time Out or Isolated Time Out Policy and Procedures
- Mediation, self-protection techniques
- The underlying causes of threatening behavior exhibited by the students served
- Recognizing the ways in which their own (staff) behaviors can affect the behaviors of the students.
- Recognizing signs of physical and psychological distress in students who are being placed in time out or isolated time out
- Taking vital signs and interpreting their relevance to the physical safety of the student in time out or isolated time out
- Assisting students in meeting behavior criteria for the discontinuation of time out or isolated time out
- Recognizing readiness for the discontinuation of time out or isolated time out
- Recognizing when medical or other emergency personnel are needed.
- Recognizing how age, developmental considerations, gender issues, ethnicity, medical conditions, physical disabilities, and history of sexual or physical abuse may affect the way in which a student reacts to physical contact.

Implementation:

When utilizing Time Out or Isolated Time Out, the following procedures and safeguards are required:

- The Behavior Specialist must be notified prior to the time out or isolated time out or as soon as possible following its implementation
- Only the Quiet Rooms or Quiet Zones are permitted to be utilized for time out or isolated time out as these rooms meet health and safety requirements
- The door to the Quiet Room or Quiet Zone may not be locked at any time
- For time out, the assigned staff who is responsible for supervising the student must remain in the same room as the student at all times
- For isolated time out, the assigned staff who is responsible for supervising the student must remain within two feet of the enclosure. This staff member must always be able to see, hear and communicate with the student. The door shall not be locked or held to block egress. No cameras, audio recording or any other electronic monitoring devices are permitted to replace the supervision required by an assigned staff member.
- A student in isolated time out must have reasonable access to food, water, medication and toileting facilities. Except in circumstances where there is a risk of self-injury or injury to staff, a student shall not have their clothing removed, including, but not limited to, shoes, shoelaces, boots or belts.
- No less than once every 15 minutes, the assigned staff must assess whether the student has ceased presenting the specific behavior which led to the time out or isolated time out.
- A student shall be released from time out or isolated time out immediately upon determination by the assigned staff that the student is no longer an imminent danger of serious physical harm to themselves or others.

Documentation:

When Time Out or Isolated Time Out occurs, the staff persons must:

- Complete all portions of the Time Out or Isolated Time Out Form, including the narrative that details the incident leading up to the time out or isolated time out and the student's behavior and affect. The interventions attempted as taught in Safety Care, and the specific interventions from the student's Individual De-Escalation Plan prior to the time out or isolated time out, along with the student's response to those interventions, must be clearly documented.
- Explain to the student the reasons for the time out or isolated time out and describe the behavior required of the student that would indicate sufficient behavioral control so that the time out or isolated time out will no longer be needed.
- The staff must document the student's condition during the time out or isolated time out every 15 minutes.
- End the time out or isolated time out as soon as the student meets behavior criteria that would allow for its discontinuation.
- Document any injuries if sustained and treatment received, i.e., first aid, for those injuries.

Student Assessment Following Time Out or Isolated Time Out:

At the end of time out or isolated time out, staff members must take the student's vital signs and assess the student's functioning. All attempts to take vital signs must be documented, even if unsuccessful, i.e., student too agitated, etc. Staff will document any student injury (to include self-injurious acts) and/or physical complaints made by the student during time out or isolated time out and the actions taken as a result of a student injury and/or physical complaint.

Form Completion Following Time Out or Isolated Time Out:

The Time Out or Isolated Time Out Form must be completed by the end of the school day with the appropriate signatures of all staff who were involved in the time out or isolated time out. The behavior department director, or their designee, will conduct an administrative review of each time out or isolated time out for compliance with this policy. After the administrative review, the original completed form will be given to the school administrative assistance for placement in the student record.

Debriefing:

A debriefing of all staff involved in the time out or isolated time out, will occur as soon as possible after the use of time out or isolated time out but no later than the end of the next school day. A debriefing is used to do the following:

- Evaluate the trigger for the incident
- Identify the staff's response
- Identify if anything could have been done differently
- Evaluate the methods to address the student's behavioral needs
- Modify the student's De-escalation Plan, when indicated

Quality Improvement Activities:

Once the Time Out or Isolated Time Out Form has been signed, reviewed, and made ready for filing in the student file, the Behavior Specialist will make proper notifications:

When a student experiences instances of time out or isolated time out or physical restraint on 3 days within a 30-day period, the Behavior Specialist shall initiate a review of the effectiveness of the procedures used and prepare an individualized behavior plan for the student that provides either the continued use of these interventions or for the use of other, specified interventions. The plan shall be placed in the student's record. For students who already have an individualized behavior plan, considerations shall be made regarding whether a change in the plan is appropriate. The review will also consider the student's potential need for a change in program within Monarch School.

Monarch School will invite the student's parent/guardian to participate in this review and shall provide ten days' notice of its date, time, and location.

The notification shall inform the parent/guardian of the student's potential need for a change in program within Monarch School will be considered and that the results of the review will be entered into the student record.

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